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ABSTRACT

The 12th annual report to Congress from the National Advisory Council on Indian Education (NACIE) details activities during fiscal year 1985 and is dedicated to all Indian youth who benefit from any federal programs that support Indian education and those Indian youths lost from the Wind River Indian Reservation because of suicide. Part I contains an introduction, an overview of the Council, legislative history, and lists of council members and committees. Part II details 1985 functions and activities including developing and distributing five free issues of the new NACIE Newsletter to over 3,000 individuals/organizations. Part III summarizes nine NACIE recommendations to Congress and the Secretary of Education including continued appropriation of funds for all federally funded Indian education programs. Part IV describes components of Title IV programs. Part V profiles funding, students served, Indian target population, needs, and program goals of eight Title IV programs ranging from high school enrichment projects and basic literacy skill demonstration programs to community adult education. It also identifies seven Indian Fellowship recipients and their areas of study. Part VI contains a glossary, tables showing state-by-state distribution of funds awarded to Title IV grantees, and a map showing locations and dates of NACIE meetings since 1973. (NEC)

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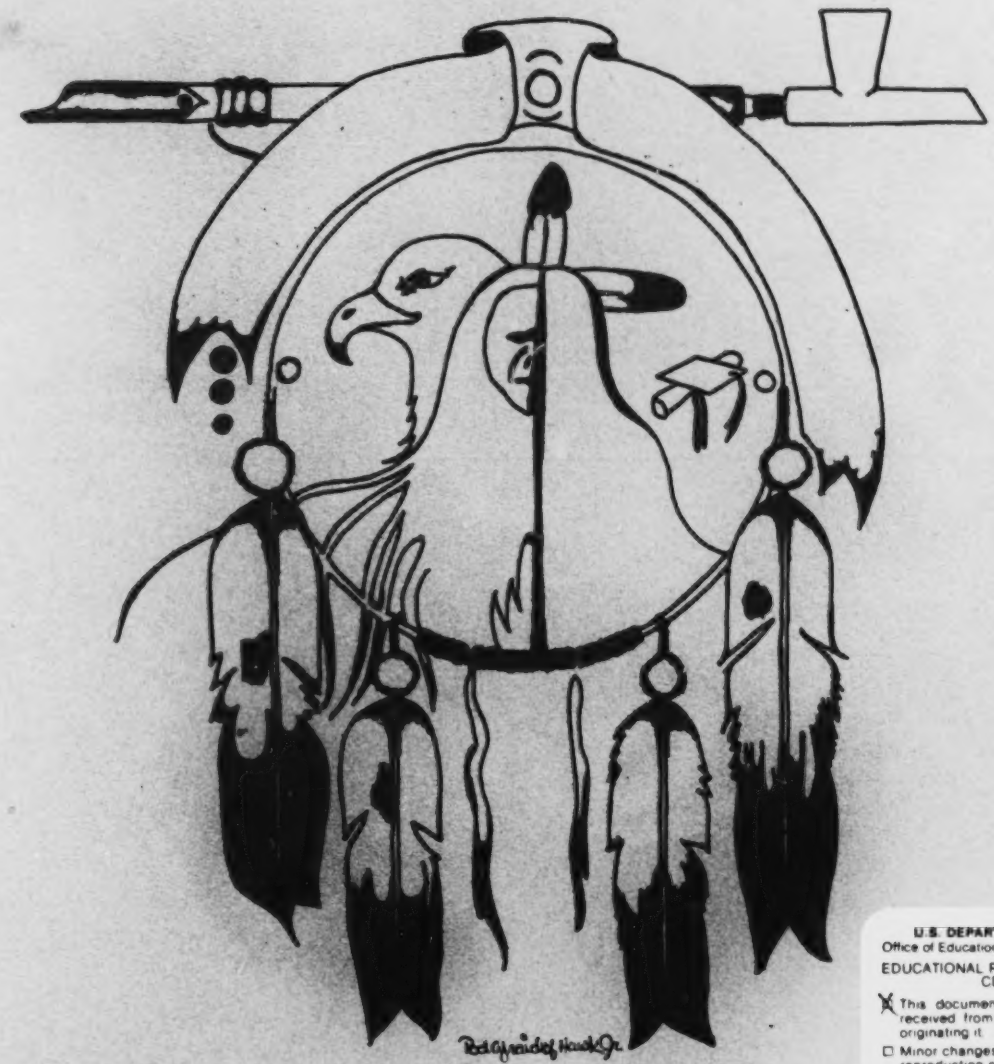
THE INDIAN EDUCATION ACT IN THE 1980'S

Quest for Equity and Quality



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12th Annual Report
National Advisory Council on Indian Education

1986

RC015983

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COVER

"Indian Education"

Artist Pat Afraid of Hawk, Jr. an Ogalala Sioux Indian, created the cover illustration, "Indian Education." He is a 1986 graduate of the Wyoming Indian High School located on the Wind River Indian Reservation in Wyoming.

Pat excelled in his art and graphics classes at W.I.H.S. and is looking forward to a future in commercial art. He is enrolled to continue his education at Haskell Indian College.

Education in the early history of the Wind River Indian Reservation was the purview of mission schools and one-room school houses.

In 1957, Mill Creek Elementary School District No. 14 was formed by combining the St. Michael's Mission School (1910-1956) and the Upper and Lower Mill Creek Schools (1920-1956). Reservation students wishing to attend high school had to leave the reservation and attend public schools in Lander and Riverton, Wyoming.

In January of 1972, Wyoming Indian High School, a Bureau of Indian Affairs (BIA) contract school, first opened its doors to students. Funding at the BIA school was well below public school proportions. In the summer of 1984, patrons of the Mill Creek School District voted to include the BIA high school in the public school district, thus forming a unified K-12 district.

The district now is securing funds to build a new high school complex that will accommodate many of the needs of the community while providing a program of educational excellence for local American Indian students.

NACIE would like to thank the Wyoming Indian School District for donating the time and materials for this annual report cover.

THE INDIAN EDUCATION ACT IN THE 1980'S:
Quest for Equity and Quality

12th ANNUAL REPORT TO THE

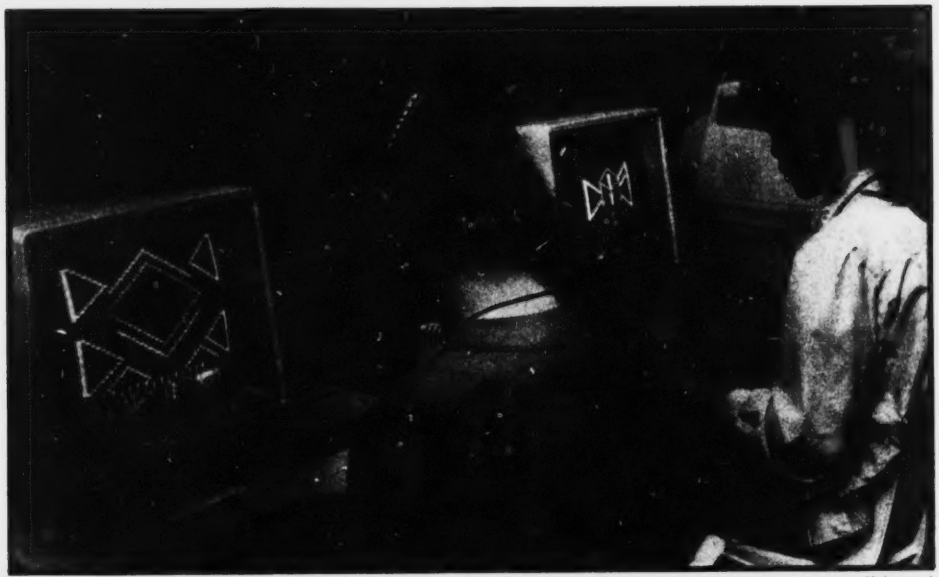
CONGRESS OF THE UNITED STATES

FISCAL YEAR 1985

National Advisory Council on Indian Education
2000 L Street N.W., Suite 574
Washington, DC 20036
(202)634-6160

ANNUAL REPORT COMMITTEE
Chair: Robert Chiago
Members: Gloria Duus
Grace Goodeagle
Fred Nicol, Jr.

The 12th Annual Report of the National Advisory Council on Indian Education is dedicated to all Indian youth who benefit from any Federal Government programs that support Indian education. This report is also dedicated to those Indian youths lost from the Wind River Indian Reservation because of suicide.



Wyoming Indian Junior High School students use modern computers to create traditional designs in the Plato-Wycat computer lab.

FAST BREAK FOR EXCELLENCE--The Wyoming Indian High School Chiefs fast break during one of the games on the road to a state win record of 50 consecutive games.

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NATIONAL
ADVISORY COUNCIL
ON INDIAN EDUCATION

2000 L Street, N.W., Suite 574
Washington, D.C. 20036
(202) 634-6160

March 1986

To the Congress of the United States:

The National Advisory Council on Indian Education (NACIE) respectfully submits this 12th Annual Report. The Council has the privilege of making recommendations to the Congress and to the Administration that reflect needed changes to improve the quality of education for American Indians and Alaska Natives.

The Council notes that the programs funded by the Indian Education Act, or Title IV, are well on their way toward meeting their intended goals. A 1969 Congressional study served as the genesis for Title IV, The Indian Education Act; it behooves us to review the findings of that report. Many of the problem areas outlined in that study are still endemic, but the Indian Education Act programs are slowly helping to correct those circumstances.

National socio-economic changes make it increasingly difficult for Indian students to acquire the kinds of sophisticated learning and training that an individual must have to cope with these times. Our Council notes with dismay that the teenage suicide rate continues to rise in tribal settings. The critical factors influencing this negative trend relate directly to acquiring acceptable education.

It must be stated that it is difficult to overcome all of the obstacles to providing high quality education when Federal funding levels do not keep pace with the ever-increasing numbers of Indian students and direct effects of inflationary factors. Many aspiring Indian students at all age levels are struggling to gain access to education that equals what the rest of the United States society receives as a matter of course.

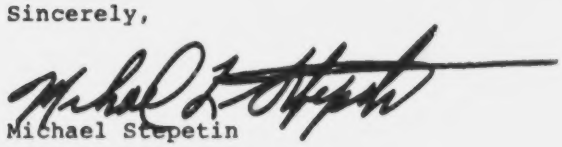
The Council realizes that the main obstructions to faster paced educational progress are the budgetary restraints on funding for high quality teachers, support services and relevant curriculum, school boards, school facilities, new technology, and supplies. There is always a need for more well-trained Indian educators. This applies both to the central offices in Washington, DC, and to the local schools. We note that the numbers are not increasing in ratio to the number of Indians who are being prepared as professionals.

Title IV has opened doors for Indian people to exercise decision making to conduct and operate their local schools. It is hoped that more will seek to be elected to local school boards where their children attend.

Indian people appreciate the efforts of Congress to uphold the moral and legal trust relations that exist between the U.S. Government and the American Indian tribes ... a relationship that has been sustained for almost 200 years.

This 12th Annual Report gives a brief look at what NACIE has been doing during the past fiscal year. We hope that our recommendations will be acted upon so that better education can be provided to American Indian youth.

Sincerely,



Michael Stepetin
Chairperson

NACIE

12th Annual Report

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PART I

INTRODUCTION

The 12th Annual Report of the National Advisory Council on Indian Education (NACIE) is hereby submitted to the President of the United States, the Congress of the United States, and the U.S. Secretary of Education. The report period for fiscal year 1985 is October 1, 1984 through September 30, 1985.

The National Advisory Council on Indian Education was created in 1972 by the U.S. Congress via Public Law 92-318, "The Indian Education Act," as amended. NACIE is comprised of 15 members who are American Indians and Alaska Natives and are appointed to NACIE by the President of the United States. The Council is the only Indian citizens' council with a legislated mandate to oversee Indian education and the only one that includes nationwide representation of Indian people from diverse tribes. NACIE is not a policy making board; it serves in an advisory capacity only. Part II of this report lists all mandated functions and fiscal year 1985 activities.

As in previous annual reports, this report also includes the final recommendations that NACIE offers to the nation's lawmakers and current Administration, a legislative update of last year's report, and a description of programs funded by Title IV, Parts A, B and C, of the Indian Education Act.

Fiscal year 1985 was a difficult year in light of austerity movements in the Federal budget. NACIE testified in support of continued funding for the Johnson O'Malley Program before the Senate Select Committee on Indian Affairs; this program provides valuable supplemental services to Indian children. On a more positive note, FY'85 also marked the first year of funding for the Library Services for Indian Tribes and Hawaiian Natives Program. Major events during the year that indirectly affected NACIE included the resignation of Terrel H. Bell as Secretary of the U.S. Department of Education and the appointment of William J. Bennett in February 1985 as Mr. Bell's successor. Mr. Bennett has applied his own style to the federal role in education.

Council members visited the States of Wyoming and Washington in fiscal year 1985. The full Council met in Seattle, WA in December 1984 for NACIE business, public testimony and on-site visits. An executive committee meeting on the Wind River Indian Reservation in Wyoming included NACIE business, public testimony, and on-site visits. The recent increase in Indian student suicides was a major subject of concern on the Wind River Reservation and will be a focus of NACIE concern.

NACIE continues to fulfill its Congressional mandates with the premise that its advice will help to improve the quality of instruction for all American Indians and Alaska Natives.

OVERVIEW OF
THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION (NACIE),
A PRESIDENTIALLY-APPOINTED COUNCIL

NACIE is the sole Indian organization designated as an "Executive Agency" of the United States Government.

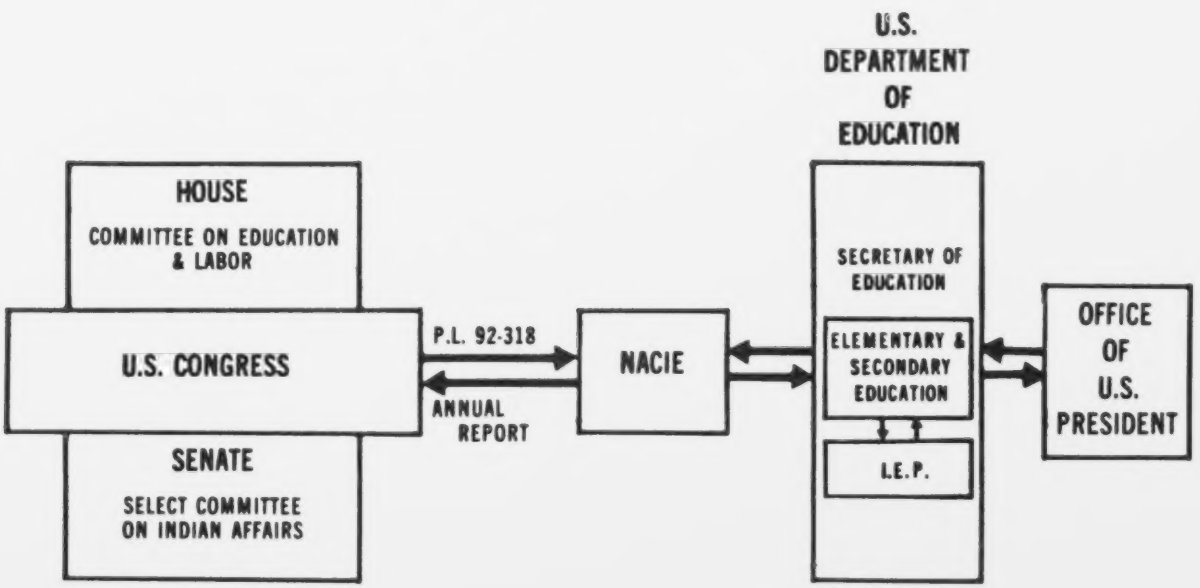

Figure 1

This chart depicts the relationship of NACIE to the United States Congress and to the Executive Branch.

NACIE MEMBERS AND STAFF

Presidential Appointees and Tribal Affiliations:

Chairperson
Thomas Sawyer (Alabama-Quassarte)
President, Indian Affiliates
555 South State St., P.O. Box 1134
Orem, UT 84058
Term expires 9/29/87

Robert Brewington (Tuscarora)
Brewington's Welding Corporation
P.O. Box 565
Pembroke, NC 28372
Term expires 9/29/86

Louis Bruce (Mohawk-Sioux)
President, Native American Consultants, Inc.
725 Second St. NE
Washington, DC 20002
Term expires 9/29/85

Robert Chiago (Navajo-Pima)
Navajo Nation, P.O. Box 2490
Window Rock, AZ 86515
Term expires 9/29/86

Marie Cox (Comanche)
3201 Shadybrook Drive
Midwest City, OK 73110
Term expires 9/29/86

Gloria Duus (Navajo)
P.O. Box 4186
Yahtahey, NM 87375
Term expires 9/29/87

Grace Goodeagle (Quapaw-Potawatomi)
600 New Hampshire Ave. NW, Suite 1000
Washington, DC 20037
Term expires 9/29/86

Christina Harte (Menominee)
Systems Engineer, IBM Corp.
One IBM Plaza
Chicago, IL 60611
Term expires 9/29/85

Waldo Martin (Stockbridge-Munsee)
Wisconsin Dept. of Transportation
4802 Sheboygan Ave.
P.O. Box 7912
Madison, WI 53707
Term expires 9/29/87

Fred Nicol, Jr. (Shoshone)
Hoffman Associates
165 South 5th St.
Lander, WY 82520
Term expires 9/29/87

Evalu Russell (Kiowa)
Route 3, Box 180C
Anadarko, OK 73005
Term expires 9/29/86

Clarence Skye (Sioux)
Executive Director
United Sioux Tribes of South Dakota
P.O. Box 1193
Pierre, SD 57501
Term expires 9/29/88

Michael Stepetin (Aleut)
1619 Southeast Morrison Ave.
Portland, OR 97214
Term expires 9/29/87

Eddie Tullis (Creek)
Tribal Chairman
Poarch Band of Creeks
Star Route A, Box 105-A
Atmore, AL 36502
Term expires 9/29/88

Robert Youngdeer (Cherokee)
Principal Chief
Eastern Band of Cherokee Indians
P.O. Box 455
Cherokee, NC 28719
Term expires 9/29/88

These members served in the reporting period October 1, 1984 through September 30, 1985. As provided in 5 U.S.C. 1233b, these members continue to serve until the President appoints their successors.

Staff:

Lincoln White (Mohawk), Executive Director
Debbie Vozniak, Administrative Officer
Denise Bambi Kraus (Tlingit), Program Specialist
Joyce Stanley, Secretary

NACIE COMMITTEES
FISCAL YEAR 1985

Executive Committee

Chairperson:	Thomas Sawyer
1st Vice Chair:	Michael Stepetin
2nd Vice Chair:	Robert Brewington
1st Member at Large:	Robert Chiago
2nd Member at Large:	Clarence Skye

Government: Legislative, Rules, Regulations & Programs Committee

Chairperson:	Robert Chiago
Members:	Louis Bruce
	Robert Brewington
	Fred Nicol
	Clarence Skye
	Michael Stepetin
	Eddie Tullis
	Robert Youngdeer

Technical Assistance, Research & Evaluation Committee

Chairperson:	Evalu Russell
Members:	Marie Cox
	Gloria Duus
	Christine Harte
	Waldo Martin

Annual Report Committee

Chairperson:	Grace Goodeagle
Members:	Louis Bruce
	Fred Nicol, Jr.
	Evalu Russell

Proposal Review Committee

All Council Members

LEGISLATIVE HISTORY

"Indian Education is a Federal Trust Responsibility"

Indian people acknowledge the legal and political relationship that has existed between the United States Government and American Indian tribes for almost 200 years, as substantiated by treaties, federal laws, judicial decisions, and executive orders.

Many Congressional acts served as significant benchmarks to denote the Federal responsibility for Indian education; the Snyder Act of 1921 still serves as the basic legislative instrument for a major portion of funds. The Johnson O'Malley Act and the Indian Reorganization Act of 1934 provided significant authorization for improved education. The Indian Education Act of 1972 (Public Law 92-318, as amended) remains one of the most important legislative acts to meet the unique educational and cultural needs of American Indians and Alaska Natives.

Those unique educational needs of Indians have been described in many early studies. "Indian Education: A National Tragedy--A National Challenge," published in 1969 by the Special Senate Subcommittee on Indian Education, is one of most important studies ever conducted. It documented the tragic inadequacy of educational programs for American Indian and Alaska Native youth as well as the vital importance of improving such programs. The American Indian Policy Review Commission was established by provisions in Public Law 93-580 to conduct a comprehensive review of the historical and legal developments underlying the Indian tribe's relationship with the Federal Government and to offer recommendations in policy and programs to benefit Indians. The Final Report of the Commission was published in 1977. The findings in these reports still have a large impact on today's Federal Indian education policy.

In fiscal year 1985, NACIE upheld the established trust relationship between the tribes and the Federal government. Testimony presented by NACIE to the Senate Select Committee on Indian Affairs in February 1985 supported the continued funding of the Johnson O'Malley Program administered by the Bureau of Indian Affairs.

An important movement in improving the quality of Indian education was Federal funding for the Library Services for Indian Tribes and Hawaiian Natives Program. Fiscal year 1985 was the first year of operation for two Library Services and Construction Act Title IV programs, Basic Grants and Special Projects Grants. Basic Grants are awarded on a non-competitive basis to federally recognized Indian tribes and Hawaiian native organizations recognized by the governor of Hawaii. Special Projects Grants are competitive awards made with funds remaining after the Basic Grants are awarded; applicants must receive a Basic Grant to be eligible to compete for Special Projects Grants. The amount of funding for both programs is an established percentage of the annual appropriations for the Library Services and Construction Act.

The Council looks forward to future years of funding for Title IV. Fiscal year 1986 will be important to the future of Indian education as the level of funding for Title IV will be constant for the two years after FY'86.

NACIE anticipates further success in responding to the educational needs of American Indian and Alaska Native youth. These young people are important to the future of America; quality education is their key to being a positive element in that future.

PART II

NACIE FUNCTIONS AND FISCAL YEAR 1985 ACTIVITIES
October 1, 1984 - September 30, 1985

It is part of NACIE's mandate to advise the Congress and the Secretary of Education with regard to programs benefiting Indian children and adults. More specifically, the Council shall, as mandated by the Indian Education Act (Public Law 92-318), Section 441(a) and Section 442(a), (b), (c), & (d), carry out the following:

Mandate 1: Submit to the Secretary a list of nominees for the position of Director of Indian Education Programs (IEP), each time the position becomes vacant, from which list the Secretary appoints an individual in accordance with Section 441 of the Indian Education Act.

FY'85 activities:

September 18, 1985

- Under Secretary of Education Gary Bauer requested NACIE to conduct another search for a Director of Indian Education Programs. This request was discussed at the NACIE Executive Committee Meeting in Wind River Indian Reservation, WY. However, the Council did not conduct Search activities in fiscal year 1985.

Mandate 2: Advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children and adults participate from which they can benefit, including Title III of the Impact Aid Act of September 30, 1950 (P.L. 81-874), and Section 810 of Title VIII of The Elementary and Secondary Education Act of 1965 (added as Parts A and B, respectively of the Indian Education Act by Title IV of P.L. 92-318), and with respect to adequate funding thereof.

FY'85 activities:

- NACIE summarized its oversight responsibility to review grant proposals of Title IV, Parts A, B and C, and presented its recommendations to the Secretary of Education (see Mandate 3).

August 13, 1985

- NACIE's Chairperson and Executive Director joined the chairpersons and executive directors of all other Presidential national advisory councils in a meeting with Secretary of Education William J. Bennett. NACIE presented the Secretary with a recommendation stating that NACIE needs more funds to accomplish its legislative mandates.

Mandate 3: Review applications for assistance under Title III of the Impact Aid Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Act of 1965 as amended, and Section 316 (formerly Section 314) of the Adult Education Act (added as Parts A, B, and C respectively, of the Indian Education Act by Title IV of P.L. 92-318), and make recommendations to the Secretary with respect to their approval.

FY'85 activities:

February 26-28, 1985

- Council reviewed applications submitted under the Planning, Pilot and Demonstration Projects for Indian Adults program and Education Services for Indian Adults program, authorized by Part C of the Indian Education Act. NACIE presented recommendations to the Secretary after each session.

These recommendations included:

- that the Indian Education Programs Office in the Department of Education devise a distribution system for discretionary grant awards for greater equity on a geographic and Indian population basis;
- that the Indian Education Programs Office provide more technical assistance to Indian tribes and organizations that currently are at a disadvantage because they lack adequate skill and competence to properly document and express their educational needs in the proposal-writing process.

April 2-3, 1985

- The full Council coordinated a review of 1985 Title IV Proposals and Field Readers Evaluation for:
  - Title IV, Part A-Indian Controlled Schools;
  - Part B-Planning, Pilot and Demonstration Projects and Education Personnel Development.
- Recommendations included:
  - that the Field Readers also should receive thorough orientation on the diversities and differences within the matrix of Indian tribes and organizations;
  - that the Indian Education Programs Office should conduct periodic surveys to determine technical assistance needs throughout Indian country.

July 9-10, 1985

- NACIE monitored and evaluated applications for the Title IV, Indian Fellowship Program of the Indian Education Act.
- NACIE recommended to the Secretary that the Indian eligibility form of certification at the Indian Education Programs Office should be similar to the one used by the Bureau of Indian Affairs.

Mandate 4: **Evaluate programs and projects carried out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations.**

FY'85 activities:

December 12-13, 1984

- NACIE held a full Council meeting in Seattle, WA, that was attended by 13 council members and more than 60 guests. NACIE held public hearings on Title IV and conducted on-site visits to 14 Indian schools and Title IV projects. The meeting was coordinated by NACIE, the Indian Education Programs Office-Department of Education and the Title IV Resource and Evaluation Center Three located in Seattle. A major resolution passed at the meeting moved that the Council demand that the U.S. Department of Education, Indian Education Programs Office be elevated to the Assistant Secretary level to follow the intent of the law as Congress originally intended.

September 24-25, 1985

- The Executive Committee held a meeting in Riverton, WY. NACIE business was conducted and public testimony was accepted. Four on-site visits were conducted at the St. Stephen's Indian School, Arapahoe Elementary School, Wyoming Indian School, and Fort Washakie Elementary School.

Highlights of Testimony Received in FY'85

Our Title IV program began in 1974 and we feel it has been very successful. Over these 10 years, the number of Indian students in our Title IV program more than doubled while, unfortunately, the program sustained substantial budget reductions. Despite these reductions, our school district provides an excellent example of how Title IV programs meet important needs for Indian children in districts where budgets are tight and services limited. We parents have seen significant benefits to our children's education from Title IV. It is essential that Title IV funding be maintained at present levels without further cuts.

Allen Frazier & Marjie Bracero
Title IV, Part A Chairman
Yelm School District No. 2
Yelm, WA

In our family, Title IV has been a very positive influence. Multiply this by the thousands of other families which are reached by Title IV programs and the benefits to native peoples and the nation as a whole are enormous. It is an educational program that reaches beyond the school, into the community, and influences the future of our nation.

Sandra M. Douglass
Parent Committee Secretary
Springfield Indian Education
Springfield, OR

Mandate 4 continued

The Indian was almost destroyed by national policies, as stated in the report ["Indian Education: A National Tragedy - A National Challenge"]. Great pressure was put on us to give up our cultural heritage, our way of life. We have sold our young people on the benefits and rewards of education. To eliminate dollars now for public school education and higher education will be remembered in history as the final blow to the Indian people. Our young people are ready and want to join and work side by side with the non-Indian world. Insure them this opportunity.

James P. Egawa, Coordinator
Indian Education
Tacoma Public School District #10
Tacoma, WA

The members of the Oregon Indian Education Association have observed over the last few years the steady erosion of Indian staff at the Washington Indian Education Office through reduction in force procedures. While many good and well-meaning people have replaced them, those of us who deal most frequently with IEP staff have experienced the frustration of working with people who have not had the opportunity to be knowledgeable about the history, cultures, and social and governmental issues of concern to Indian people.

Twila Souers, Board Member of the
Indian Education Association
Parent, and Coordinator
Eugene Indian Education Program
Eugene School District #4J
Eugene, OR

Mandate 5: Provide technical assistance to Local Educational Agencies and to Indian education agencies, institutions and organizations to assist them in improving the education of Indian children.

FY'85 activities:

- NACIE developed, published and distributed five free issues of the new NACIE Newsletter. The Newsletter contained NACIE updates, IEP updates, notifications of Title IV application deadlines, Federal Register announcements, legislative updates on 99th Congress activities, Education Department notices, upcoming conferences and meetings of interest to Indian education, current reports and studies, and general information.

The NACIE Newsletter has a mailing list of more than 3,000 individuals and organizations interested in Indian education. This mailing list includes tribal chairmen, Alaska Villages, state departments of education, 99th Congress members and staff, universities, Title IV grantees, Indian newspapers, national and regional Indian organizations, and regional and local organizations.

Mandate 5 continued

The January 1985 Newsletter included a Fact Sheet on Public Law 98-480, "The Library Services for Indian Tribes and Hawaiian Natives Program," provided by the Library Services Office of the U.S. Department of Education.

November 8-9, 1984

- NACIE presented two workshops at the National Indian Education Association (NIEA) Conference in Phoenix, AZ, entitled "Visions for the Future." NACIE Chairman Thomas Sawyer gave a special address at the Conference on November 8.

December 6, 1984

- NACIE's Executive Director attended the Senate Select Committee on Indian Affairs Field Hearing on Indian Education in Phoenix, AZ, as an official NACIE observer.

Recommendations and statements presented by Indian organizations and individuals at the hearing included that Indian preference at the U.S. Department of Education-Indian Education Programs Office be legislated by Congress and that the impact and scope of the Title IV Resource and Evaluation Centers are unique among Indian education and fulfill a great need in Indian country.

February 27, 1985

- NACIE Chairperson and several Council Members presented testimony to the Senate Select Committee on Indian Affairs in support of the benefits to Indian children by the Bureau of Indian Affairs' Johnson O'Malley Program.

August 21-23, 1985

- NACIE's Executive Director participated in a seminar at the National Indian Adult Education Conference in Tulsa, OK, entitled "Resources, Agencies and Organizations in Adult Education."

Mandate 6: **Assist the Secretary of Education in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Impact Aid Act of September 30, 1950 (P.L. 81-874), added in Part A of the Indian Education Act by Title IV of P.L. 92-318.**

FY'85 activities:

- The Office of Indian Education Programs consulted with NACIE on developing criteria and regulations to administer and evaluate grants under Public Law 92-318, "The Indian Education Act," as amended.

Mandate 7: Submit to Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Secretary with respect to the funding of any such programs.

FY'85 Activities:

February 11, 1985

- The NACIE Annual Report Committee met in Washington, DC, to develop the 11th Annual Report to Congress for the fiscal year 1984 reporting period. Secretary of Education William Bennett responded to recommendations included in NACIE's 11th Annual Report to the Congress of the United States, "Meeting the Challenges of Educational Change for Indian People," in a letter dated April 14, 1986.

- This document is the NACIE 12th Annual Report, for the reporting period October 1, 1984 through September 30, 1985.

Mandate 8: Be consulted by the Secretary of Education regarding the definition of the term "Indian."

FY'85 activities:

July 9-10, 1985

- NACIE recommended to the Secretary that the Department of Education's Indian Fellowship Program application process use an Indian certification form similiar to that used by the Bureau of Indian Affairs' Fellowship Program.

PART III

RECOMMENDATIONS

The National Advisory Council on Indian Education recommends that:

1. the U.S. Congress make legislative changes in Title IV of Public Law 92-318, the Indian Education Act, as amended, that will insure a policy of "Indian Preference" in selecting staff for the Department of Education's Office of Indian Education Programs (IEP) from the Indian educator constituency (This policy was recommended in NACIE's 10th and 11th Annual Reports and remains a vital concern.);

2. the U.S. Congress make legislative changes in Title IV of Public Law 92-318, The Indian Education Act, as amended, to designate the Department of Education's Office of Indian Education Programs (IEP) as an independent agency within the structure of the U.S. Department of Education. The current position of Director of the IEP should have the same status and line of authority to the Secretary of Education as the Deputy Commissioner of Indian Education to the Commissioner of Education as is specified in Part D, Sec. 441(a) and (b) of the original Indian Education Act of 1972, P.L. 92-318 (Recommendations of this nature also were included in NACIE's 10th and 11th Annual Reports.);

3. the Department of Education's Office of Indian Education Programs (IEP) continue to fund the five Title IV Resource and Evaluation Centers, as they fulfill their contractual agreements in providing valuable technical assistance to the Indian community that is designed specifically to improve Indian education;

4. the U.S. Secretary of Education work closely with NACIE in the Title IV application process of recruiting Proposal Review Readers, to insure that there are at least two Indian field readers on each panel of three readers who are selected from all 12 of the Bureau of Indian Affairs areas, so there is equal representation of the U.S. Indian constituency;

5. NACIE continue its lead responsibility for gathering information, coordinating assistance from national Indian tribes and organizations with interests in education, and developing specific recommendations to be used in drafting legislation for all Federal Indian education programs;

6. the NACIE budget be funded at a level sufficient to meet its congressional mandates;

7. the U.S. Congress and the Administration appropriate funds to adequately fulfill the mandates of P.L. 92-318, the Indian Education Act, as amended, which includes Title IV, Parts A, B, C, and D;

8. the U.S. Congress and the Administration appropriate funds for adequate continuation of the Johnson O'Malley Program operated by the Bureau of Indian Affairs; and,

9. the U.S. Congress and the Administration appropriate funds for continuation of all other federally-funded Indian education programs, including the BIA-Office of Indian Education Programs (OIEP), Library Services for Indian Tribes and Hawaiian Natives Program, Bilingual Education, Impact Aid, Vocational Education (set-aside funds for Native Americans), Chapter 1, and Handicapped Education (P.L. 94-142).

PART IV

TITLE IV - MAJOR COMPONENTS

In 1972, the Indian Education Act (Public Law 92-318), as amended, was passed in recognition of the unique educational needs of American Indian and Alaska Native students. This Act concerns the public elementary and secondary education of Indian children and, to some extent, of adults.

Part A • Formula grants to local educational agencies (LEAs) determined by the number of Indian children who are enrolled in LEA schools for:

- supplementary elementary and secondary education programs designed to meet special needs of Indian children
- minor classroom remodeling and equipment

• Discretionary grants to schools on or near reservations that are not LEAs for:

- Indian-controlled elementary and secondary schools

Part B • Discretionary grants to tribal and community organizations, state and local agencies, and federally-supported elementary and secondary schools for children for:

- bilingual and bicultural enrichment projects
- dropout prevention projects
- early childhood projects
- educational personnel development
- fellowship program
- guidance and counseling
- instructional materials and equipment procurement
- planning, pilot and demonstration projects
- remedial and compensatory instruction
- resource and evaluation centers
- special education for the handicapped
- vocational education training

Part C • Discretionary grants for adult Indian education programs for:

- GED preparation programs
- planning, pilot and demonstration programs
- special programs for adults

Part D • Program administration to:

- operate the Office of Indian Education Programs, U.S. Department of Education, that administers the Indian Education Act
- operate the National Advisory Council on Indian Education

PART V

PROFILES OF PROGRAMS FUNDED BY TITLE IV
FISCAL YEAR 1985

The following section outlines several successful programs funded by Title IV, The Indian Education Act of 1972, during fiscal year 1985. The profiles are of eight Title IV programs and seven Title IV Indian Fellowship recipients, chosen to exemplify the wide range of educational services currently available to Indian students. These program outlines are presented only as examples of successful, needed programs to emphasize the importance of continuing to fund and expand such activities.

In its 11th Annual Report to the Congress of the United States, NACIE highlighted the value of the five Title IV Resource and Evaluation Centers, which provide specialized training and technical assistance to Title IV grantees, prospective grantees and others. NACIE contines to support the Centers funded under Title IV, Part B Programs.

Title IV, Resource & Evaluation Centers

The Centers were authorized under the Education Amendments of 1978 (Public Law 95-561) and started operation in 1980. Each center is a private corporation funded under a competitively awarded contract with the U.S. Department of Education. They serve diversified Indian populations -- from rural, isolated communities to urban settings of many large U.S. cities. The number of Title IV grantees in fiscal year 1985 can be subdivided into five major groups:

Title IV Group	Number of Grantees
Part A (Formula Grant)	1,131
Part A (Indian Controlled Schools)	34
Part B	71
Part C	28
Fellowships	221

For a state-by-state breakdown of allocated Title IV funds, see Tables 1-5.

The centers are directed and staffed by well-qualified Indian educators. Along with other duties, these staff members provide:

- specialized pre-arranged workshops on diverse topics such as "Culture-Based Curriculum Labs" and "Indian Leadership and the Community";
- upon request, on-site visits to assist in staff training, writing measurable objectives, and needs assessment;
- disseminating materials such as bibliographies, informational booklets, handouts, "Dear Colleague" letters, and videotapes; and
- coordination activities and services with national, regional and local Indian organizations, Indian tribes and education agencies.

This map illustrates the areas served by each center.

Center Directors and Addresses
Fiscal Year 1985

Center One:
Gwen Shunatona, Director
ORBIS Associates/Native American Resources
1411 "K" Street NW, Suite 200
Washington, DC 20005

Center Two:
Randy Plume, Director
United Tribes Educational Technical Center
3315 South Airport Road
Bismarck, ND 58501

Center Three:
Carol Minugh, Director
United Indians of All Tribes Foundation
1945 Yale Place East
Seattle, WA 98102

Center Four:
Shirley Hendricks, Director
Southwest Resource and Evaluation Center
2121 South Mill Avenue #218
Tempe, AZ 85282

Center Five:
Wathene Young, Director
American Indian Resource Center, Inc.
9810 East 42nd Street, Suite 211
Tulsa, OK 74146

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TITLE IV, PART A-FORMULA GRANT

"Improving Educational Services for Zuni Indian Students"

Recipient: Zuni Public School District
Instructional Division
Zuni, NM

Amount: $202,995

Students Served: 1,568

Indian Target Population: Zuni Pueblo Indian Reservation, New Mexico

Summary of Needs:

- To help students perform at grade level or better in math, science, language arts, and social studies, in light of the fact that the Zuni Public School District has the highest dropout rates in the state;
- to implement a program of cultural instruction and presentation, related to the cultural and ethnic diversity of the community and society, to students and teachers to help students develop a positive self-image and high expectation of self;
- to develop a program of individual/remedial instruction to improve student achievement in mathematics;
- to establish a program of instruction which will allow students to express themselves in a creative, traditional manner and provide the basic skills necessary to promote and market their products;
- to develop a program to address the growing need for computer literacy and for program management in all fields of employment.

Program Goals:

- Home/school liaisons will address high absenteeism at all grade levels through counseling, intervention in and prevention of problems at their respective school sites. Liaisons will have continuous, daily contact with students through home contacts and daily attendance and will assist teachers who encounter social, cultural and linguistic problems of students;
- a cultural staff (two cultural specialists) will conduct cultural instruction and presentations for classroom use and to improve school personnel's understanding of Zuni students. Instruction and presentations will center around social and cultural problems and conditions of the community, tribal government, history, and special cultural events;
- teachers will assign all needy students to a mathematics laboratory for remedial and individualized instruction on a daily basis;
- the program will give students opportunities to develop creative, management and promotion skills, and to develop a more positive self-image and confidence;
- a computer program will be located centrally at the high school, accessible to students in the entire school district; will be incorporated as a supplement to the regular school math, science and vocational curricula, and will increase students' academic achievement levels, interest in school and ability to compete with other students entering the job market or post-secondary schooling.

PART A-FORMULA GRANT

"Juneau Indian Studies Program"

Recipient: Juneau City and Borough School District
Federal Programs
Douglas, AK

Amount: $337,964

Students Served: 996

Indian Target Population: 43 Federally recognized Indian students and 953 Eskimo, Aleut or other Alaska Native students

Summary of Needs:

- A quality cultural and career awareness curriculum for the students, aimed at improving their self-esteem;
- enhanced career and cultural awareness and exploration activities for secondary students (grades 6-12);
- Indian "role models" for students using the Scope and Sequence Indian Education Curriculum (SSIEC).

Program Goals:

- To provide an effective cultural and career awareness curriculum that will improve the self-image of students;
- to provide the students with a cultural enrichment program, through the adopted SSIEC, that will enable them to become more aware of their cultural heritage and to recognize and respect other cultures;
- to develop positive student attitudes toward work, the ability to select an occupation that will be satisfying personally and suitable to skills and interest, and attitudes and habits that will make the worker a productive participant in economic life;
- to use American Indian/Alaska Native resource people as "role models" in the Juneau Indian Studies Program.

TITLE IV, PART A-DISCRETIONARY GRANT

"Tribal High School Enrichment Project"

Recipient: Chippewa Cree Business Committee
Rocky Boy Tribal High School
Box Elder, MT

Amount: $134,831

Students Served: 100

Indian Target Population: Rocky Boy Indian Reservation, Montana

Summary of Needs:

- There is a persistent problem of limited completions of secondary education by high school students on the Rocky Boy Reservation due to, among other reasons:
  - native language dominance
  - secondary preparation in school systems that promote a passive, rather than aggressive, mode of learning;
  - limited Indian parental involvement and experience in secondary institutions;
  - cultural mores that emphasize cooperation rather than competition;
  - cultural and social isolation from the mainstream of American society.

Program Goals:

- To develop new educational approaches to assist Indian high school students in achieving basic literacy;
- to continue Computer Assisted Instruction (CAI) on an individualized level;
- to develop a comprehensive career counseling and guidance program;
- to continue to develop a cultural curriculum that is more relevant to the educational needs of Chippewa-Cree students and also can be integrated into the standard school curriculum.

TITLE IV, PART A-DISCRETIONARY GRANT

"Santa Fe Indian School"

Recipient: Santa Fe Indian School
All Indian Pueblo Council, Inc.
Santa Fe, NM

Amount: $59,293

Students Served: 458

Indian Target Population: 19 Pueblo tribes, the Navajo, the Jicarilla, the Mescalero Apache, and other tribes throughout the country

Summary of Needs:

- More structure and support for evening school activities;
- more variety in and amount of activities during the evening;
- more learning activities to lower student/teacher ratios and give students a wider variety of learning activities from which to choose;
- technical and human leadership skills that will serve the differing educational needs of Indian people.

Program Goals:

- For all students to receive instruction in basic study skills and improve these skills, as determined by a pre/post study skill test;
- for all students to have the opportunity to participate in learning activities through non-mandatory workshops offered in the Evening Program;
- to decrease the number of students receiving an "F"
- to offer Guided Study, Independent Study, Basic Study Skills Instruction, and Non-Mandatory Workshops, supervised by the Evening Program Director;
- for students to identify the types of learning environment most conducive to their particular learning styles and to provide them with the opportunity to plan and implement their own independent study sessions.

PART B-DISCRETIONARY GRANT

"Special Programs and Projects for Indian Children"

Recipient: Mississippi Band of Choctaw Indians
Philadelphia, MS

Amount: $94,618

Students Served: 702

Indian Target Population: Choctaw Reservation, Mississippi

Summary of Needs:

- Socio-economic indicators that justify offering tutorial services to Choctaw children include:
  - Choctaw area is isolated, barren, non-agricultural, and undeveloped;
  - over 90% of tribal members are full-blooded Choctaw and 95% of Choctaw families speak Choctaw in the home;
  - low family incomes;
  - high unemployment;
- educational indicators show that tutorial services are needed due to:
  - low achievement test scores;
  - problem of school dropout rates;
  - diminishing enrollment by grade level;
- funding limitations for training school staff in classroom use of computers has not enabled the school system to provide opportunities for Choctaw students to acquire an understanding of computer technology -- reasons for the limited use of computers in Indian education include cost, hardware and software selection, hardware and software set-up and maintenance; software limitations for Indian education, lack of resources for developing program specific software, and lack of trained staff.

Program Goals:

- To develop and implement a comprehensive tutoring program for students in the Choctaw School system;
- to train teachers and students in becoming computer literate through Computer Managed Interactive Video Instructions (CMIVI);
- to incorporate computer literacy into the regular curriculum;
- to establish a comprehensive library of computer assisted tutoring materials covering all areas of the regular school curriculum with the addition of computer literacy materials -- the project will also establish an effective referral system for basic skills remediation.

PART B-DISCRETIONARY GRANT

"Pennsylvania State University"

Recipient: The Pennsylvania State University
University Park, PA

Amount: $221,334

Students Served: 14 American Indian and Alaska Native Graduate Level Students at the master's and doctorate degree levels

Indian Target Population: American Indians and/or Alaska Natives

Summary of Needs:

- Increase the development of technical and human skills necessary for Indian leadership;
- administer, staff and promote the growth of educational institutions which serve Indian people;
- develop education policies and structures that are highly appropriate for the maintenance and growth of Indian people, children and culture;
- determine local priorities, needs and ways to facilitate operating structures to serve those needs;
- serve substantial numbers of Indian children in public schools;
- administer the BIA school system;
- contribute scholars in education who can influence changes in the course of Indian education;
- model exemplary ability, leadership and responsibility.

Program Goals:

- To develop and provide training of qualified administrators capable of staffing and managing formal educational institutions, such as tribal contract schools, BIA schools, Indian community colleges, and other tribal or public schools serving significant numbers of Indian children;
- to develop qualified professional educational planners for tribal organizations, the BIA, state and Federal Indian education agencies, and private educational organizations designed to serve Indian students;
- to train educational managers qualified to develop and administer specialized programs in Indian education, such as those housed in public schools, tribal organizations and other such agencies that are designed to administer programs to serve the special needs of Indian children;
- to develop and strengthen the academic qualifications of American Indian professionals with demonstrated competence to move into leadership and policy-making roles at all levels of administration which affect Indian education.

PART C-EDUCATIONAL SERVICES FOR INDIAN ADULTS

"Denver Indian Center Demonstration Program
for Basic Literacy Skills & Life-Coping Skills Acquisition"

Recipient: Denver Indian Center
Denver, CO

Amount: $158,015

Students Served: 85

Indian Target Population: Lakota (48%), Navajo (12%) from reservations in Dakotas, Arizona and New Mexico; large populations of Indian people from the tribes of Oklahoma, which include Cheyenne, Creek, Seminole, Sac & Fox, Cherokee, Kiowa, Choctaw, etc.

Summary of Needs:

- A self-directed, culturally relevant, individualized approach to basic literacy that responds to the following conditions --
  - 70% of the adult Indians surveyed in Denver area have less than a high school diploma
  - 45% of the adult Indians have only grade school experience
  - 33% of the eligible work force are unemployed
  - 2/3 of the Indian families in Denver live in poverty
  - 54% of all Indian families do not own automobiles and experience severe difficulties in gaining access to needed services;
- redress the lack of student participation and retention and the need for ongoing, immediate access to life-coping skills that will complete student adjustment to urban life;
- alleviate economic barriers to enhance and maximize learning.

Program Goals:

- To produce a guidebook for Indian Adult Education Programs;
- to integrate life skills learning into basic literacy curricula by designing and producing four student workbooks to complement life skills learning booklets;
- to research and produce an annotated bibliography of 20 adult education software programs, giving teachers a current, comprehensive guide to available software;
- to demonstrate that alleviating economic stress will insure greater learning potential, help realize future economic independence and maximize integrating newly acquired skills by involving students in developing, producing and marketing a greeting card product to generate funds for scholarships.

PART C-DISCRETIONARY GRANT

"Community Adult Education"

Recipient: Cherokee Nation of Oklahoma
Tahlequah, OK

Amount: $121,984

Students Served: 225

Indian Target Population: Cherokee Nation

Summary of Needs:

- Increase job options and/or opportunities for Indian adults who do not complete primary or secondary education, so they can obtain jobs that provide for more than the minimum necessities and an opportunity to upgrade lifestyles or allow escape from poverty (Many adults only attend as far as the eighth grade in rural/dependent school districts);
- to increase English proficiency to improve employability;
- to reduce high unemployment and underemployment -- 16.2% of the Indian people in the four-county area are unemployed, as compared to 5.4% for the non-Indian population; Cherokee Nation surveys and interviews show that, in many of the more traditional and rural communities, the unemployment figure may range from 40% to 60%;
- satellite or outreach classes in Cherokee country -- currently students must drive into Tahlequah from all of the small counties making lack of transportation a major barrier to access to classes.

Program Goals:

- To develop nine sites at which to instruct Indian adults in basic skills such as math, language arts, history, and science, to prepare Indian adults to take the GED test;
- to provide instruction in career awareness and vocational survival skills;
- to instruct Indian adults in Cherokee literacy skills;
- to encourage cultural preservation;
- to instruct in parenting skills;
- to provide support services such as transportation and babysitting;
- to disseminate a monthly newsletter.

INDIAN FELLOWSHIP RECIPIENTS

Recipient: Vernon Donald Azure
Grand Forks, ND

Area of Study: Medicine
University of North Dakota

Mr. Azure is a Turtle Mountain Chippewa who was born and raised on the Turtle Mountain reservation in Belcourt, ND. He received a Bachelor of Science degree in natural science from the University of North Dakota and is currently a second-year student in the School of Medicine there, enrolled in the university's "Indians into Medicine" program (INMED).

In 1984, Mr. Azure served as an instructor in INMED's summer program for pre-medical students. He taught a five-week course in neurology to nine Indian students and taught biology to 75 high school students. Mr. Azure feels that his teaching experience enables him to serve as a role model for Indian youth and encourage them to pursue careers in math and science. He has met with tribal members to garner their support for continued medical education for American Indians through the INMED program. Mr. Azure plans to return to the reservation and provide his community with the best possible medical care.

Recipient: Mark Alan Chavaree
Old Town, ME

Area of Study: Law
Cornell University

Mr. Chavaree, a member of the Penobscot tribe, was born in Oklahoma City, OK, and currently resides in Old Town, ME. He holds a Bachelor of Arts degree in History from Dartmouth College and is currently in his second year of law studies at Cornell.

Mr. Chavaree is especially interested in helping American Indians deal with their unique position in American society. For two summers, he worked as a clerk in the law firm that represents the Penobscot Nation. Mr. Chavaree has a strong bond to his tribe and reservation. He feels that, as a lawyer, he will be able to help build a better future for all Indians.

Recipient: **Thomas A. Crossland**
Muskogee, OK

Area of Study: Psychology (Graduate)
Northeastern State University

Mr. Crossland is a 58-year old member of the Cherokee Tribe who lives in Muskogee, OK. An academic advisor states, "Mr. Crossland's prior academic achievement, employment experience, knowledge of tribal business and government, and exceptional interpersonal skills will be most advantageous in his pursuit of a graduate degree in counseling psychology."

Mr. Crossland feels that through his advanced educational training, he can enhance the well-being of his people by helping fellow Indians overcome their reluctance to seek counseling outside of the Indian community.

Recipient: **Jacqueline Jo Badley**
Ralston, OK

Area of Study: Natural Resources
Oklahoma State University

Ms. Badley is a member of the Osage Tribe. While in high school, she was an honor student and valedictorian of her graduating class. As a vocational agriculture student and 4-H leader, she won awards for academics, showmanship, records, and judging. She was a class officer, championship rodeo performer and recipient of Masonic Awards for leadership and citizenship.

Ms. Badley is pursuing a degree in natural resources with an emphasis on agronomy, the study of field crops and soil science. She is especially interested in research. Her goal is to help American Indians who make their livelihood by farming by contributing advanced knowledge and techniques.

Recipient: **Spencer Goins**
Red Springs, NC

Area of Study: Engineering
Pembroke State University

Mr. Goins is a member of the Lumbee Tribe. According to Mr. Goins, the American Indians who reside in Hoke County are "the smallest minority of the population. For this reason, we have been pushed aside in the areas of education, jobs, and social and political input." An Indian Fellowship supports Mr. Goins' goal of pursuing a degree in engineering "to teach our students that the only limits on their learning and visions are the ones they place on themselves."

A teacher, a principal and a civic leader describe Mr. Goins as "reliable, a role model, dedicated; with determination to rise above the poverty level and become a leader among his own people."

Recipient: Colleen G. Goff
Eureka, CA

Area of Study: Business Administration (Graduate)
Washington State University

Mrs. Goff is a member of the Hoopa Valley Tribe. When she completes her graduate program, she will be the first from her tribe to hold an advanced degree in mathematics. This is quite an achievement, since she was a high school drop-out and single parent.

Mrs. Goff overcame what some would consider "impediments": She worked, raised her child, passed the GED test, continued on to higher education, and received numerous awards for participating in Indian activities. She plans to return to Hoopa Valley and share her knowledge "with those who share my heritage."

Recipient: Lila Frances Bird
Albuquerque, NM

Area of Study: Education
University of New Mexico

Ms. Bird is from the Santo Domingo Pueblo. She holds both a bachelor of arts in political science and a master of arts in public administration from the University of New Mexico and currently is a doctoral candidate in educational administration at the University.

She serves as the Director of the Native American Program of the College of Engineering at the University of New Mexico. This experience has given Ms. Bird extensive knowledge at the university level. She has been an active member of the New Mexico Board of Educational Finance Planning Committee on Native American Higher Education, is a member of American Indians in Higher Education Council, Inc., and has been recognized by the Senate of United Tribes for her active involvement in support of the Southwestern Indian Polytechnic Institute.

Participation in the Indian Fellowship Program has enabled Ms. Bird to continue to work toward a PhD as an educator. She will strive to provide excellence and equality in education for all American Indians.

Part VI

GLOSSARY

BIA	Bureau of Indian Affairs
FORM 506	Title IV Indian Eligibility Certificate
GED	General Equivalency Diploma
EPD	Educational Personnel Development
IEA	Indian Education Act
IEP	Indian Education Program
LEA	Local Educational Agency
NACIE	National Advisory Council on Indian Education
NON-LEA	Indian Controlled Schools - Contract
OMB	Office of Management and Budget
PPD	Planning, Pilot and Demonstration Project
TITLE IV	Title IV of Public Law 92-318
INDIAN	American Indian or Alaska Native (See definition, Appendix A)

APPENDIX A

DEFINITION

Sec. 453 [Title IV, P.L. 92-318]: For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."

APPENDIX B

TITLE IV FISCAL YEAR 1985 FUNDING ON A STATE-BY-STATE BASIS FOR PARTS A, A (NON-LEA), B, AND C AND INDIAN FELLOWSHIP

These five tables show the state-by-state distribution of funds awarded to Title IV grantees in Parts A, A--Non-LEA (Indian Controlled Schools), B, C, and the Indian Fellowships for fiscal year 1985. These programs and fellowships are managed by the Indian Education Program within the Office of Elementary and Secondary Education in the U. S. Department of Education. This data comes from ED records and represents actual expenditures.

It should be noted that, while expenditures fluctuated over the years, they never have reached the authorization levels originally established by the U.S. Congress. NACIE strongly urges that, in view of the documented success of the programs funded by P.L. 92-318, funding levels be raised or at least retained at the current amounts.

A SUMMARY OF FEDERAL FUNDS APPROPRIATED BY THE CONGRESS OF THE UNITED STATES IN SUPPORT OF TITLE IV-THE INDIAN EDUCATION ACT OF 1972

(IN THOUSANDS OF DOLLARS)

Fiscal Year	Part A	Part B	Part C	ADMIN.	TOTAL
1973	$11,500	$ 5,000	$ 500	$1,000	$18,000
1974	25,000	12,000	3,000	1,759	41,759
1975	25,000	12,000	3,000	2,000	42,000
1976	35,000	16,000	4,000	2,055	57,055
1977	37,000	14,080	4,200	1,932	57,212
1978	38,850	14,400	4,410	2,072	59,732
1979	48,000	15,500	5,930	2,305	71,735
1980	52,000	15,600	5,830	2,470	75,900
1981	58,250	14,500	5,430	3,500	81,680
1982	54,960	14,880	5,213	2,799	77,852
1983	48,465	12,600	5,531	2,589	69,185
1984	50,900	12,000	3,000	2,880	68,780
1985	50,323	11,760	2,940	2,381	67,404

TABLE 1

TITLE IV, PART A -- LOCAL EDUCATIONAL AGENCIES (LEA)
STATE-BY-STATE DISTRIBUTION OF FY 1985 FUNDS

State	Number of Grants	Amount
ALABAMA	9	$ 740,126
ALASKA	46	6,797,853
ARIZONA	65	3,968,167
ARKANSAS	2	132,770
CALIFORNIA	132	3,822,051
COLORADO	6	212,666
CONNECTICUT	2	26,284
FLORIDA	6	80,125
HAWAII	1	12,140
IDAHO	12	194,841
ILLINOIS	2	122,821
INDIANA	2	8,401
IOWA	4	98,050
KANSAS	8	200,192
LOUISIANA	6	322,588
MAINE	4	42,659
MARYLAND	6	156,636
MASSACHUSETTS	2	71,593
MICHIGAN	84	2,039,810
MINNESOTA	53	1,558,241
MISSISSIPPI	4	10,481
MISSOURI	1	2,974
MONTANA	39	1,650,454
NEBRASKA	9	266,534
NEVADA	12	328,438
NEW JERSEY	3	60,261
NEW MEXICO	28	3,468,250
NEW YORK	17	1,006,886
NORTH CAROLINA	24	1,628,210
NORTH DAKOTA	21	627,292
OHIO	3	96,017
OKLAHOMA	317	9,658,726
OREGON	22	810,311
RHODE ISLAND	2	27,236
SOUTH DAKOTA	34	1,334,056
TEXAS	3	109,920
UTAH	15	495,865
VERMONT	1	57,730
VIRGINIA	2	16,837
WASHINGTON	76	2,334,972
WISCONSIN	40	1,006,848
WYOMING	6	296,711
TOTAL	1,131	$45,903,023

Note: No programs were funded in states not listed.

TABLE 2

TITLE IV, PART A -- INDIAN CONTROLLED SCHOOLS (NON-LEA)
STATE-BY-STATE DISTRIBUTION OF FY 1985 FUNDS

State	Number of Grants	Amount
ALASKA	1	$ 67,760
ARIZONA	3	446,273
FLORIDA	2	181,836
IDAHO	1	102,640
IOWA	1	37,062
KANSAS	1	96,085
MAINE	1	57,555
MINNESOTA	6	934,364
MONTANA	2	327,410
NEVADA	1	177,656
NEW MEXICO	1	106,563
NORTH DAKOTA	3	356,753
SOUTH DAKOTA	8	1,169,309
WASHINGTON	2	162,384
WISCONSIN	1	79,289
TOTAL	34	$ 4,302,939 1/

Note: No programs were funded in states not listed.

1/ Excludes $107,061 obligated contingently per court order and adjustments.

TABLE 3

TITLE IV, PART B
STATE-BY-STATE DISTRIBUTION OF FY 1985 FUNDS

State	Number of Grants	Amount
ALASKA	6	$ 584,331
ARIZONA	4	632,976
CALIFORNIA	1	194,512
IDAHO	1	77,238
LOUISIANA	1	32,400
MASSACHUSETTS	2	338,870
MICHIGAN	1	100,139
MINNESOTA	4	512,499
MISSISSIPPI	2	347,764
MONTANA	4	510,560
NEVADA	1	71,145
NEW MEXICO	7	768,117
NEW YORK	1	115,995
NORTH CAROLINA	2	390,707
NORTH DAKOTA	3	223,505
OKLAHOMA	5	587,955
PENNSYLVANIA	1	241,195
SOUTH DAKOTA	7	503,523
UTAH	4	390,882
WASHINGTON	9	911,345
WISCONSIN	5	500,342
TOTAL	71	$ 8,036,000

Note: No programs were funded in states not listed.

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TABLE 4

TITLE IV, PART C
STATE-BY-STATE DISTRIBUTION OF FY 1985 FUNDS

State	Number of Grants	Amount
ARIZONA	1	10,109
COLORADO	1	158,015
ILLINOIS	1	66,168
MASSACHUSETTS	3	319,378
MICHIGAN	3	267,643
MINNESOTA	3	409,678
MISSISSIPPI	1	249,758
MONTANA	3	339,047
NEW MEXICO	1	162,689
NEW YORK	1	91,002
OKLAHOMA	1	121,984
OREGON	1	120,502
SOUTH DAKOTA	2	108,648
WASHINGTON	6	515,379
TOTAL	28	$ 2,940,000

Note: No programs were funded in states not listed.

TABLE 5

TITLE IV, INDIAN FELLOWSHIP PROGRAM
STATE-BY-STATE DISTRIBUTION OF FY 1985 FUNDS

State	Number of Fellows	Funds Obligated
ALABAMA	3	$ 15,128
ARIZONA	5	29,776
CALIFORNIA	18	135,687
COLORADO	6	30,770
CONNECTICUT	1	11,300
DISTRICT OF COLUMBIA	5	54,410
FLORIDA	4	27,844
GEORGIA	3	17,557
IDAHO	1	3,230
ILLINOIS	1	19,911
KANSAS	3	13,113
MASSACHUSETTS	15	185,530
MICHIGAN	5	45,563
MINNESOTA	3	26,379
MISSOURI	2	51,612
MONTANA	5	22,827
NEBRASKA	2	18,292
NEVADA	1	11,820
NEW HAMPSHIRE	2	7,201
NEW MEXICO	11	52,356
NEW YORK	11	68,846
NORTH CAROLINA	35	110,747
NORTH DAKOTA	4	26,644
OKLAHOMA	28	118,357
OREGON	5	23,086
PENNSYLVANIA	7	108,232
SOUTH DAKOTA	2	4,684
TENNESSEE	1	1,823
TEXAS	5	23,725
UTAH	2	10,757
VIRGINIA	2	8,847
WASHINGTON	15	64,137
WISCONSIN	8	33,280
TOTAL	221	$ 1,383,471 1/

Note: No fellowships were awarded in states not listed.

1/ Excludes $86,529 obligated contingently under court order.

MAP

LOCATIONS AND DATES OF NACIE FULL COUNCIL MEETINGS

● = state in which meeting was held

Washington, DC, May 19-22, 1973
Washington, DC, June 16-21, 1973
San Francisco, CA, July 25-29, 1973
Denver, CO, August 23-24, 1973
Billings, MT, October 23-24, 1973
Washington, DC, November 17-19, 1973
Washington, DC, February 20-22, 1974
Albuquerque, NM, March 30-31, 1974
New Orleans, LA, May 10-12, 1974
Washington, DC, June 17-18, 1974
Anchorage, AK, July 18-21, 1974
Oklahoma City, OK, Oct. 18-20, 1974
Orlando, FL, December 13-15, 1974
Denver, CO, May 30-June 1, 1975
Bismarck, ND, June 26-29, 1975
Rochester, NY, August 1-3, 1975
Seattle, WA, October 16-19, 1975
Reno, NV, January 16-18, 1976
Silver Spring, MD, April 9-11, 1976
Arlington, VA, May 7-9, 1976
Green Bay, WI, June 17-20, 1976
Washington, DC, August 6-8, 1976
Raleigh, NC, September 17-19, 1976
Washington, DC, October 27-29, 1976
Tucson, AZ, January 27-29, 1977
Washington, DC, March 4-6, 1977
Washington, DC, July 8-10, 1977
Dallas, TX, September 17-19, 1977
St. Paul, MN, November 4-6, 1977
Washington, DC, April 7-9, 1978
Billings, MT, May 19-21, 1978
Washington, DC, August 24-26, 1978
Denver, CO, September, 15-17, 1978
Tulsa, OK, Nov. 30-Dec. 2, 1978
Washington, DC, January 18-20, 1979
Washington, DC, April 19-22, 1979
Bangor, ME, July 16-18, 1979
Denver, CO, Nov. 30-Dec. 2, 1979
Raleigh, NC, March 7-9, 1980
Rapid City, SD, May 20-22, 1980
Dallas, TX, October 17-19, 1980
Washington, DC, January 9-11, 1981
Anchorage, AK, May 1-3, 1981
Portland, OR, October 9-11, 1981
Nashville, TN, January 8-10, 1982
Cambridge, MA, April 17-19, 1982
Washington, DC, May 9-11, 1983
Washington, DC, August 10-12, 1983
San Jose, CA, October 21-24, 1983
Salt Lake City, UT, Feb. 29-Mar. 1, 1984
Santa Fe, NM, September 25-27, 1984
Seattle, WA, December 12-13, 1984

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